DOCUMENT RESUME

ED 178 371 SO 011 773

AUTHOR Julian, Nancy B.
TITLE Treatment of Women in United States History Textbooks. A Presentation in the College of Education Dialogue Series.
PUB DATE 12 Apr 79
NOTE 21p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Content Analysis; Educational Problems; *Females; Research Methodology; Secondary Education; *Sex Role; Sex Stereotypes; Social Studies; Textbook Bias; *Textbook Content; *Textbook Evaluation; Textbook Research; *United States History

ABSTRACT

This study examined the portrayal of women in current U.S. history textbooks which are used in the classroom. Among the questions explored were the following: who among outstanding women is or is not noted, what topics are covered or omitted, how are average women of selected eras treated, and how are women who fought for currently controversial issues handled. Selection of texts was based on input from the 50 largest school districts in the United States concerning their junior and senior high school American history textbooks. From this list ten texts were chosen for analysis. The texts are not identified in this paper but are named in the dissertation on which this paper is based. Content analysis and descriptive review of the texts produced (1) ratings in terms of equal treatment of the sexes, sex role stereotyping, male supremacy, and no mention of women; and (2) codings on depth of discussion on certain topics. Findings were that certain women and topics were noted by most of the texts (Queen Elizabeth I, Harriet Tubman, factory work, women's rights activities), and the texts tended to omit women who fought for issues which are still controversial. The texts presented much objective material (written and illustrations) on women, but some passages were misleading. Conclusions are that most texts need more careful editing and additional information in order to correctly portray women's lives and roles. (AV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED178371

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Nancy B. Julian
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

TREATMENT OF WOMEN IN UNITED STATES HISTORY TEXTBOOKS

A Presentation in the College of Education

DIALOGUE SERIES

New Mexico State University
Las Cruces, New Mexico

by

Nancy B. Julian
Doctoral Candidate
College of Education
New Mexico State University

April 12, 1979

SP 011 723

TREATMENT OF WOMEN IN UNITED STATES HISTORY TEXTBOOKS*

Numerous educators and other groups in our society have criticized the treatment of women, ethnic minorities, and racial groups in textbooks. Currently, thinking as to the appropriate role or roles for women is in a state of flux. No one knows what will be expected legally, socially, and economically of today's girls when they become women. Students of both sexes have a need to know about women's roles and varied contributions throughout history.

PROBLEM STATEMENT AND INTRODUCTION

Apparently no one has conducted a thorough analysis of the treatment of both leading individual women and major topics pertaining to women, as contained in United States history high school textbooks, and incorporated in the study both content analysis and a descriptive review. Content analysis is a systematic method of putting words, passages, or pictures into various categories. There was a need for a study of women in history textbooks which included not only a content analysis of the quality and quantity of coverage but also a descriptive review, including a comparison of any misleading or incorrect statements with the currently known facts of history.

The objective of this study was to ascertain how United States history high school textbooks treat women. Answers were sought to several questions: (1) who among outstanding individual women is noted by texts and who is not;

---

*Further details of this study are available in N. B. Julian, An analysis of treatment of women in selected junior and senior high school United States history textbooks, 1979.

(2) what topics are covered and what are omitted, (3) how are average women of selected eras treated; (4) how are women who fought for currently controversial issues handled; and (5) how do distortions, if any, appear in coverage of women.

Much current social and political turmoil concerns the role and status of women in American society. The Education Amendments of 1972 prohibit sex discrimination in education programs which receive federal funds. Just as important, women have always been people and they have usually been taxpayers. With a few exceptions of time and place, women have constituted roughly half of the population. Current American feminists, both those for and those against the proposed Equal Rights Amendment (ERA), have emphasized the need for women to have positive self-concepts (Schlafly, 1978; Steinem, 1970). History textbooks may aid girls in developing positive self-concepts.

Several sets of guidelines exist for analyzing sex role stereotyping in textbooks, including a National Education Association (c. 1973) guideline to "identify and oppose" sexism of past eras in history (p. 9). The English language, which discriminates on the basis of sex, constitutes another problem. Burr, Dunn, and Farquhar (1972) stated that language "transmits implicit values." According to them, students reading statements about men migrating west do not form mental images of women, even if they are taught that men includes both sexes. Such grammatical usage "cannot fail to suggest to young readers that females are a substandard or deviant form of being" (p. 841).

Some of the strongest rationale supporting this study is the criticism by historians of history books, standard secondary sources and textbooks, for omitting and misrepresenting women. For example, Lerner (1973), lamented

in the preface of a book she edited:

> Seeing women cast only in subordinate and inferior positions throughout history and seldom, if ever, learning about female heroines or women of achievement, American girls are conditioned to limit their own life goals and self-esteem. (p. xvii)

RELATED LITERATURE

Several researchers have analyzed the portrayal of women and minorities in textbooks and other curriculum materials (Banks, 1969; Ehrlich, 1971; Scully & Bart, 1973). Trecker (1971, 1973) surveyed generally, but not by structured content analysis, the treatment of women in high school United States history textbooks. She observed that textbook coverage was generally inadequate. Linsin (1975) examined the portrayal of religion, blacks, and women in United States history textbooks and concluded relative to women that there was "a tendency on the part of the authors to de-emphasize the contribution of women" (p. 217). Smith (1978) studied females in United States history textbooks published between 1959 and 1976; his results "indicated that there has been little substantive change in the treatment of females over the period under investigation" (p. 4723A). Gregg (1972), the Lexington, Massachusetts, Chapter of the National Organization for Women (c. 1976), and Schmidt and Schmidt (1971) also surveyed the portrayal of women in American history textbooks and found weaknesses in that portrayal.

In addition, two content analyses of certain eras in American history demonstrated possible methodology for future studies of textbooks. Peiser's (1973) examination of the Populist Era and Bailey's (1968) of the Reconstruction Era were useful in structuring this study.

METHODS AND PROCEDURES

This study was organized to answer in a systematic manner how junior and

senior high school United States history textbooks portray women. The researcher examined the textbooks by content analysis and, in addition, wrote a descriptive review of the findings. The procedures of the project were as follows.

Selection of Textbooks

The researcher asked the 50 largest school districts of the United States for the titles, authors, and publishers of their junior and senior high school American history textbooks. From the responses a list was compiled of ten texts then in print. Publishers were subsequently asked for a copy of the current regular edition of their respective text. In the study the textbooks are referred to by numbers T-1 through T-10. (Bibliographic data concerning the ten textbooks and page numbers of the textbook references are available in the dissertation on which this monograph is based.)

Certain limitations existed here: (1) Most of the 50 largest school districts comprised urban areas; the findings may not apply to textbooks used in rural schools. (2) Some districts did not supply a list of their texts. (3) Texts designed for, or frequently used by, students with reading problems were not included. (4) This study does not indicate how many students used the textbooks or for how many years the books circulated. (5) Findings apply solely to the specific regular edition analyzed.

Structure of the Coding Scheme

To perform the analysis of this project the researcher synthesized categories of treatment of women as follows:

A - Equality of the sexes. Ideally, men and women are equal: praise of significant women; presentation of women as individuals and not merely as relatives of males.

C - Chivalrous view, sex role stereotyping. Ideally, men and women have different roles. Women who pursue an appropriate role are appreciated as worthwhile members of society: portrayal of ideal females as docile, submissive, and anxious to help men; action of women in time of emergency is to aid men.

M - Male supremist. Ideal world is one which men control: criticism of women who try to gain rights or power and of women who fail to aid men in their endeavors; portrayal of females as a nuisance to be fed, protected, and taken on migrations. A circle was drawn around certain code letters to denote an extremely strong M passage.

O - No mention. Topic or woman was not mentioned.

A/C and C/M codes denoted passages which could not be categorized as belonging in one group or the next.

In addition, to denote the amount of coverage textbooks gave to topics and individuals, small letter codes were used as follows:

b - brief mention (one sentence or less),

d - short discussion (over one sentence, but under one paragraph),

p - full paragraph,

x - extensive coverage (anything over one full paragraph).

In certain cases, three additional small letter codes were employed:

s - supplementary material,

g - grammatical construction which omitted a woman,

k - material in certain sections of one text.

The content analysis results were limited by these guidelines. The letters A and C did not necessarily denote satisfactory and unsatisfactory

textbook treatment, respectively. In some cases sex role stereotyping may not be unfair, at least in states which have no male-female equal rights legislation. However, in the opinion of the researcher, an M code denoted a need for revision in that textbook passage.

Compilation of a List of Individual Women and a List of Topics

To facilitate the content analysis, the researcher compiled a list of individual women who were significant in American history and a list of topics in American history wherein women played important roles. Tables 1 and 2 list the women and topics and summarize the textbook codes for them.

Jury Validation and Reliability Test

A jury of American historians criticized the lists of women and topics and the coding scheme. Two male and two female United States history graduate students (or recent graduates) and the researcher performed a reliability test of the coding procedure.[1]

Content Analysis and Descriptive Review

The researcher then read each textbook, coded it on separate tables for individual women and for topics, and subsequently compiled a summary table of codes for individual women and another summary table for topics. A descriptive analysis was then written on the treatment of each woman and each topic.

---

[1]For assistance in the validation and reliability procedures the researcher is grateful to Dr. Gene Brack, Mrs. Sara Chambers, Mr. Stephen Gens, Dr. Simon Kropp, Dr. Linda Lear, Mr. Paul Lester, and Dr. Darlis Miller.

TABLE 1

CONTENT ANALYSIS — INDIVIDUAL WOMEN — SUMMARY

Women	T-1	T-2	T-3	T-4	T-5	T-6	T-7	T-8	T-9	T-10
Elizabeth I	Ax	Ax	Ab Ab	0	Ab Ax Ab Ab Ab	Ab	Ax	A/Cd Ogb	Ogb	s
Anne Hutchinson	Ax	Ab Apk	Ab	0	Ad	s	Ad	Ad Mx	0	Ab Mxs
Dolley Madison	Ab Ab Ab Mb	s	0	Mb	Mb	0	Ab Mb	Ad Ax Ab Ab Cp	0	Ad Mxs
Sacagawea	Ax	Ad	0	Ad	0	0	Ab	Mx	Ab	Ab
Grimkés	Ap Cb	Ad	0	Ab	0	Ax Ax	Ab	Mx	0	0
Lucretia Mott	0	Ad	0	s	Ad	Ab	Ab Ad	0	Ab	Ab
Dorothea Dix	Ab	C/Mx	Ax Ad Ad	Ax	Ap	Ax	Ad Axs Ab Ogb	Ax	Ax	0
Narcissa Whitman	Cb	Cb	A/Cxs Mb	0	Ab	0	Cb	A/Cx	0	0
Margaret Fuller	Ab	Ad	0	s	0	0	Axs	0	0	0
Harriet Stowe	Ab Ax Ab	Ab Ax Ap	Ap Ogb	Ab	Ab Ad	Ab Ad	Ad Ogb	Ax	Ax	Ap
Elizabeth Stanton	Ab	Ad Ab	0	0	Ad Cb	Ab	Ab Ab Ab	0	Ab	Ab
Susan Anthony	Ab	Ab	0	Ap	Cb	s	Ab	0	0	Ab
Harriet Tubman	Ab	Ad Adk	Ad	0	Ab	Ad	Ad	Ax	Ap Ab	Ad
Clara Barton	Cb	s	Ab Axs	s	0	0	Ad	0	Cb	0
Mary Chesnut	s	0	s	0	0	Ax	Ax	Ax	0	0
Emily Dickinson	0	Ad	0	Ax	Ad	0	0	0	0	0
Louisa May Alcott	0	Ab	s	s	Ab	0	Axs	0	0	C
Ida Tarbell	Ad Ab	Ab	Ab	Ad	Ab	s	Ad	0	Ax	Ax Ad
Charlotte Gilman	0	0	0	0	0	0	0	0	Ax	0
Jane Addams	Ad	Ax Ad Ad	Ax Axs Ab	s	Ab Ab Axs Ab Ogb Ogb	Ad Ax Ad Ax Ab	Ax Axs Axs Axs	Ap Mx	s	Axs
Margaret Sanger	0	0	0	s	0	0	0	0	0	0
Eleanor Roosevelt	Ad Ab Cb	Ab	Ap Ad Ad	Ab Ad	Cb	0	s	Ax Cb	0	0
Margaret Chase Smith	0	0	Ogb	0	0	0	Ogb	0	Ab Mb Ogb	0
Rosa Parks	0	s	Ab	s	0	0	0	0	Ax Ogd	Ad
Shirley Chisholm	0	0	Ax	s	Ab	Ab	0	0	Ax	0
Viola Liuzzo	0	0	0	0	0	0	Ogb	0	0	0

TABLE 2

CONTENT ANALYSIS — TOPICS — SUMMARY

Topic	T-1	T-2	T-3	T-4	T-5	T-6	T-7	T-8	T-9	T-10
Frontier, Va.-pre 1700	Ab	Cx	0	0	s	Ab	Ad	Ab Ab Ab Cd C/Mx	0	0
Frontier, Mass.-pre 1700	Ab	Adk Mp	0	0	s	Ab Ax	Ab	Ad Cb Mb	s	0
Frontier, Calif.	0	Ab	0	s	0	0	Ap	Ad Cb	0	Ax
Indian Women	Ab Ab Ab	Ab Cd Cb C/Mb	0	Cb	Ab	Ax Ab Ab Cd	Ab	A/Cd Cb Cb	Ax Ax Ab Cb	Ad Ax Ab Ab Ad Cb Cb Cd C/Md
Mass. Witch Trials	s	0	s	s	s	Ad	Md	0	Ap Ad	Mxs
Sexual Use of Slave Women	0	0	0	0	0	s	0	0	0	0
Civil War: Nurses	0	0	Ap	s	0	0	Ad	s	Cd	0
Civil War: Agriculture	0	0	C/Md	0	0	0	0	0	0	0
Civil War: Morale	s	0	0	Cb	s	0	Cb	0	0	0
Freedman's Bureau	0	0	0	0	s	0	s	s	0	Ax
Factory Work, pre 1861	Cb Mx	Cx	Ab (Mb) Md	Mp	Ab	Ab Mp	Ab Mx	Ab Mx	0	Cb
Factory Work, ca. 1870-ca. 1910	Ab Ab Ab Ab Ab Cb Cd	Cb Cd C/Mb Md	Ad Cb Cb Cb	Ab Ab Ab Ad Cb (Mx)	Ab Ab A/Cb Cd Cb	Ab Cb Cb	Ab Ab Ab Cd	Ab Ab Ab Ax Ax Cx	Ad Ab Cb C/Mx	Ab Ab Ab Ab Ab C/Mx
Temperance Movement	Ab Ab Ab	Ax	Ad Ad	Ab Ax	Ab Ab Ab	Ab	Ad	Ab	0	Ab
Women's Rights Activities, ca. 1830-ca. 1861	Ab Ap Ab	Ax Mx	Ax	Ab Ab Ax	Ab Ax	Ab Ax Cb	Axs Axs Ab Mx	Ap Ad	Ab Ax	Ab
W.R.A., ca. 1861-ca. 1875	0	Cb	Cb Cb	Cb	Ab	Ax	s	s	0	Mb
W.R.A. and 14th Amendment	0	0	0	0	0	0	0	0	0	0
W.R.A., ca. 1875-ca. 1920	Ab Ab Axs Cx Cd	Axs Ab Ap Ad Cx Cp Md	Ab Ab Cd Cxs Cx Cd Mp	Axs Ab Ax Ab Ab	Axs Ad Ad Axs Cx	Ad Ab Ab Md	Axs Ab Cp Cp	Ab Ab Ab Axs	Ap Ab C/Mp	Ac Cb Cxs
W.R.A. and 1964 Civil Rights Act	0	0	0	0	0	0	Ab	0	0	0
W.R.A., ca. 1960-ca. 1975	0	Ab	A/Cx	s	Ab A/Cx	Ad	0	0	Ab Ab Ax Ap Ax Ab Cx Mx	0
"Proper" Role, Women Today	0	Cb	A/Cd A/Cd	0	0	Axs Ab	Cxs	0	0	0
Picture, ca. pp. 80, 185	Aps Ads	Ads Mps	Ads Cds	Aps A/Cds	Aps Abs	Aps Aps	Ads Cps	Ogds Ads	Cds Aps	Abs Aps

Basic Assumptions

This study was based on certain assumptions including the following:

1. Many students read the textbooks and are influenced by them.

2. The coding scheme used for the content analysis was meaningful.

3. The list of individual women and topics represented an appropriate selection for examination.

Definition of Terms

Certain definitions are necessary for an understanding of this study. Content analysis has been defined previously. Two other terms follow:

Women. For this research women are female people, including children. Occasionally, to emphasize the role of girls, the term women and girls is used.

Sexism. Division on the basis of sex is sexism. The term appears in this paper only in cases in which discrimination on the basis of sex was, in the opinion of the researcher, biologically unnecessary.

GENERAL FINDINGS

1. As Tables 1 and 2 illustrate, several women and several topics appeared in nine or ten of the textbooks surveyed. Each of the following individuals and topics was noted by at least nine textbooks: Queen Elizabeth I; Dorothea Dix; Harriet Beecher Stowe; Harriet Tubman; Ida Tarbell; Jane Addams; Indian women; factory work, pre-1861; factory work, ca. 1870 - ca. 1910; temperance; women's rights activities, ca. 1830 - ca. 1861; and women's rights activities, ca. 1875 - ca. 1920. Elizabeth Cady Stanton and Susan B. Anthony each appeared in seven textbooks. The texts provided some coverage of women during the Civil War and on the Virginia, Massachusetts, and

California frontiers; however several texts omitted women or showed them only in s-coded sections for those topics. The texts tended to cover significant women and topics which were important, but which are no longer extremely controversial.

2. The texts tended to omit women who fought for issues which are still extremely controversial and to omit analyses of topics which are likewise controversial. Table 1 illustrates that Charlotte Perkins Gilman, an intellectual feminist, and Margaret Sanger, a pioneer birth control advocate, were each noted by only one text. All textbooks omitted the controversy between feminists and black men over the Fourteenth Amendment, and only one text mentioned the sexual use of slave women (Table 2). Thus texts tended to avoid discussion of the black-white racial controversy when the split was on male-female lines and to avoid discussion of physical sex. However, some texts which omitted Sanger did discuss population control. Two texts noted President Richard M. Nixon's work for family planning and one of those texts also discussed Pope Paul VI's Humanae Vitae and opposing views to it (for textbook reference, see Julian, pp. 90-91).

3. The textbooks presented much objective and balanced material on women. Tables 1 and 2 show numerous A-coded passages. Many outstanding women of history had faults and weaknesses as well as positive characteristics. In numerous cases texts demonstrated fairly both the positive and negative aspects of women's actions. For example, one text portrayed Elizabeth I as a successful and powerful monarch, but also made clear that, with her approval, her men plundered Spanish ships and that she had favorites. Another text posed a thought question as to whether Stowe's Uncle Tom's Cabin has had a greater positive or negative effect on black status. Several texts

demonstrated the pros and cons of the temperance movement (for textbook references, see Julian, pp. 31; 60; 153-154).

4. However, some passages concerning women were neither objective nor balanced. Tables 1 and 2 show some M-coded passages. Frequently those passages were coded M due to the brief misleading words or phrases which detracted from the significance of a woman or women. Jane Addams, who left medical school without graduating but later became a prominent social worker and reformer, was referred to by one text as a "'doctor'." Another text informed readers that no women were members of the Senate in 1972, when, in fact, Margaret Chase Smith served. Some texts described the turmoil of the Salem-Boston area witch trials with the word hysteria, which comes from Greek and may be roughly translated as: sickness caused by the womb. One text portrayed the 18 married women who settled in Plymouth in 1620 as a burden to their husbands and in that text's subsequent discussion of the sickness of the 1621 winter, never clearly credited Pilgrim women or girls for aiding their co-colonists (for textbook references, see Julian, pp. 87-88; 96; 126-128; 114).

CONCLUSIONS

Several general conclusions followed from the findings of the study.

1. When a textbook passage focused directly on an individual woman or topic, coverage was frequently objective and balanced, and it was coded A. However, when a passage focused directly on another issue and only indirectly, sometimes only by implication, on women, the passage frequently omitted any mention of women or was misleading about women and their concerns related to that topic. When such indirect references provided no clear mention of a woman or topic, they were not coded and thus were not represented on the

tables, although they were criticized under the related woman or topic in the descriptive review. In a discussion of political and religious problems of English monarchs from ca. 1588 to 1732 one text termed the monarchs "kings." Another textbook noted the "young men" Theodore Dwight Weld trained; Weld also trained women, including the prominent abolitionist speakers, Sarah and Angelina Grimké. Those two passages were not coded, although they were discussed in the descriptive review under Elizabeth I and the Grimkés, respectively. One text related that free blacks of the pre-1861 North faced "greater discrimination than women" and explained that the black men had suffrage only in New England and met discrimination in such fields as employment and education. Since that passage noted early women's rights activities, it was coded (for textbook references, see Julian, pp. 33; 46-47; 158-159).

2. Certain ambiguous, standard English terms such as men and he failed to demonstrate the existence of women and their contributions to American history. English usage of man and the masculine third person singular pronoun is a semantic problem. For those who wish to treat the two sexes equally the solution is often difficult. In addition, several unnecessary terms which carried masculine connotations appeared in the textbooks, for example: Pilgrim Fathers, workingmen, and frontiersmen. Those terms obscured womens' role and might be replaced by neutral terms such as Pilgrims, workers, and frontier settlers. Verbal pictures, such as a description of a typical nineteenth-century worker as dressed in a "cap and overalls," need editing if they are to portray women (for textbook reference, see Julian, p. 145).

3. Some passages did not place women's concerns in the mainstream of American history. For example, little discussion appeared on the controversy between women and blacks over the relative importance of each groups' civil

rights; not one text showed that controversy over the Fourteenth Amendment. Although several texts noted that Jane Addams fought for women's suffrage, they did not present clear explanations of her "government as housekeeping" political philosophy, that is her belief that suffrage was necessary because government was housekeeping on a large scale and, therefore, suffrage was part of women's natural role. Such discussion would have related the women's rights movement to the Progressive Era, and thus to the mainstream of American history, and would have connected Addams' feminism with her life as a social worker in a tenement neighborhood. Although some texts portrayed the connection clearly, other discussions of the Jacksonian Era omitted mention of the exclusion of women from suffrage and the emergence of a women's rights movement as a result of thinking of that Era. Some passages presented women's suffrage as a minor advance in the American political system (for textbook references, see Julian, pp. 162-166; 86; 156-159; 168-170).

4. In certain cases textbooks quoted or paraphrased statements enunciating sexism or sex role stereotyping of the past without identifying it as such or showing women's side of the issue. Prejudices and assumptions of the past are part of history. In the view of the researcher presentation of those ideas is appropriate in history textbooks as long as such ideas are clearly labeled as opinions of men or women of the past and not meant as models for the present. The two circled M codes were for citations of statements by men of the past: in one case incorrectly paraphrased and in the other, not fully explained. In the former case a text paraphrased as "idle women and children," a statement by Alexander Hamilton about "persons who would otherwise be idle." In the latter case, a text paraphrased a lengthy argument by Louis Brandeis "that long hours of work were injurious to the

health and morals of women," but did not explain the implicit accusations against women. In fact, several of the passages which portrayed women as either by innate nature or custom less likely or able than men to serve their society or country occurred in quotations from history, such as ones by Henry Clay, Robert E. Lee, Zebulon Pike, and government agencies (for textbook references, see Julian, pp. 142-143; 150-151; 144-145; 130; 124; 91; The Reports of Alexander Hamilton, 1964, pp. 130-131).

5. In some cases, women did not appear as full-fledged adults. For example, some passages combined women and children in one category and men, adult males, in another; that occurred especially in cases of industrial workers and Indian women. Texts sometimes referred to women such as Dolley Madison and Ann Hutchinson by their first names. The term girls sometimes referred to adult women; that occurred particularly in the case of young women who worked in factories (for textbook references, see Julian, pp. 147; 123; 37; 41; 144).

6. Some charts, graphs, and diagrams displayed male sketches as typical of both males and females. An outstanding example of that was a series of sketches of males to denote federal and state legislators. Inferences that women are unsuited to such offices are possible. Historically incorrect inferences that no women have served in such positions are also possible. Another text displayed male figures to represent "Population Distribution" (for textbook references, see Julian, pp. 97-98; 145).

7. Some objective and balanced passages on women and some misleading passages were outside the guidelines of the coding scheme and thus not coded. Significant passages which could be related to a woman or topic analyzed in the descriptive review were criticized there. Many statements concerning

homemakers were not coded. Likewise a statement that Margaret Arnold encouraged her husband's treason did not come under one of the topics for coding (for textbook references, see Julian, pp. 174-176; 139).

8. Numerous pictures in all texts demonstrated clearly the presence of women in American history. There were many pictures of individuals, including Elizabeth I, Elizabeth Cady Stanton, Jane Addams, Ida Tarbell, and Shirley Chisholm as well as group pictures of men, women, and children, for example, in Massachusetts during the 1600's and in factories as laborers (for textbook references, see those women and topics in Julian).

Thus, although many textbook passages presented well significant material about women, many other passages needed editing or additional information in order to correctly portray women's lives and roles. Textbook passages which focused directly on women tended generally to be objective and balanced. However, passages which focused directly on other issues and only indirectly on women were frequently misleading or demeaning about women and their role in American history.

REFERENCES

Bailey, T. B., Jr. Historical interpretation of the Reconstruction Era in United States history as reflected in southern state-required secondary school level textbooks of state histories. Dissertation Abstracts, 1968, 28, 3352A-3353A.

Banks, J. A. A content analysis of the black American in textbooks. Social Education, 1969, 33, 954-957; 963.

Burr, E., Dunn, S., & Farquhar, N. Women and the language of inequality. Social Education, 1972, 36, 841-845.

Ehrlich, C. The male sociologist's burden: The place of women in marriage and family texts. Journal of Marriage and the Family, 1971, 33, 421-430.

Gregg, K. American in women college history texts [sic]: A content analysis. Illinois Journal of Education, 1972, 63(2), 7-10.

Julian, N. B. An analysis of treatment of women in selected junior and senior high school United States history textbooks (Doctoral dissertation, New Mexico State University, 1979), to be printed by University Microfilms International.

Lerner, G. (Ed.). Black women in white America; A documentary history. New York: Vintage Books, 1973.

Linsin, J. An analysis of the treatment of religion, the Black-American, and women in the American history textbooks used by the public, private, and parochial high schools of the city and county of St. Louis, Missouri, 1972-73 (Doctoral dissertation, St. Louis University, 1974). Xerox University Microfilms, 1975, No. 74-24,110.

N[ational E[ducation] A[ssociation]. Checklist for selecting and evaluating U. S. history textbooks. [Washington, D.C.]: National Education Association, c. 1973.

National Organization for Women, Lexington, Massachusetts, Chapter, Education Task Force. Putting women in their place: Report on American history in high school textbooks. Lexington: Lexington Chapter, National Organization for Women, c. 1976.

Peiser, A. C. Populism in high school textbooks. Social Education, 1973, 37, 302-309; 316.

The Reports of Alexander Hamilton. J. E. Ccoke (Ed.). New York: Harper Torchbooks, 1964.

Schlafly, P. The power of the positive woman. New York: Jove/HBJ, 1978.

Schmidt, E. R., & Schmidt, D. B. The invisible women: The historian as professional magician, an analysis, quantitative and qualitative of 27 textbooks designed for college survey courses in American history. In B. E. Chmaj (Ed.), American women and American studies. [Pittsburgh]: Women's Free Press, 1971.

Scully, D., & Bart, P. . . .: Women in gynecology textbooks. American Journal of Sociology, 1973, 78, 1045-1050.

Smith, J. W. An appraisal of the treatment of females in selected United States high school history textbooks from 1959 until 1976. Dissertation Abstracts International, 1978, 38, 4723A-4724A.

Steinem, G. Why we need a woman President in 1976. Look, January 13, 1970, p. 58.

Trecker, J. L. Women in U. S. history high school textbooks. Social Education, 1971, 35, 249-260; 338.

Trecker, J. L. Women in US history high school textbooks. International Review of Education, 1973, 19, 133-139.